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Informational bulletin reporting results of survey of needs for facilities in higher education in New Jersey. Presents data on number of college-age youth, how many will go to college, what types of colleges they now attend, what types they prefer to attend, how many will not be able to attend, areas where shor age of facilities will be greatest, fields where deficit exists, costs of expanded program, and present efforts of New Jersey to meet these problems.							
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Section 1

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THE CLOSING DOOR TO COLLEGE

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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No single problem has greater significance for the State than the problem of higher education

Section 2



**SING DOOR
EGE**

1960-1970



**No single problem has greater significance for the citizens of
the State than the problem of higher education. —F. M. RAUBINGER**

Section 1

HE 7436 PREFACE

The State Board of Education on the recommendation of the Commissioner of Education authorized on February 4, 1955, a survey of the needs for facilities in higher education. The Board was acting under one of its responsibilities as defined in Section 18:2 of the New Jersey Statutes Annotated, which states that "The State Board of Education may survey the needs for higher education and the facilities available therefor, and recommend to the legislature procedures and facilities to meet such needs."

Dr. Marshall P. Smith, of the faculty of the Trenton State Teachers College, was given a year's leave of absence to direct the survey. During the course of his work, he received the advice of an Advisory Commission appointed by the Commissioner. The roster of the Advisory Commission appears on the following page.

In the past year, Dr. Smith reviewed available published material on the question of future needs in the field of higher education. He assembled a great deal of statistical data bearing on the particular question of such needs, visited personally many of the out-of-state colleges and universities which enroll large numbers of New Jersey students, and consulted with the heads of public and private colleges and universities within the State. Periodically Dr. Smith reviewed his findings with the Advisory Commission, the members of which offered invaluable suggestions and advice. The survey was completed in May, 1956, and the

conclusions were then presented to the members of the State Board of Education.

On June 28, the Board approved the report and the summary be printed and distributed under the impression of the State Board of Education, and that it be printed in such quantity so that it may be used widely as a basis for discussion. A volume containing the basic data will be available because of its length it cannot be printed for this time.

I would like to express my personal appreciation to the members of the Advisory Commission who helped with the survey and particularly to the members of the Advisory Commission, who gave so faithfully of their time without whose insights and criticisms we could not have proceeded so confidently with the study.

No single problem has greater significance for the State of New Jersey than the problem of higher education. Everyone is concerned with its nature and scope. It is large; it is immediate; it calls for action.

FREDERICK
Commissioner

Trenton, 1956

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436 PREFACE

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No single problem has greater significance for the citizens of the State than the problem of higher education. Everyone should understand its nature and scope. It is large; it is immediate; it calls for a solution.

FREDERICK M. RAUBINGER
Commissioner of Education

Trenton, 1956

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ROBERT L. WORKMAN Principal, Moorestown High School	Mt. Holly

NEW JERSEY—A DYNAMIC STATE

HOW MANY COLLEGE-AGE YOUTH

HOW MANY WILL GO TO COLLEGE

WHERE WILL THEY ALL GO?

THE COLLEGE DOOR IS CLOSING

WHAT CAN BE DONE?

HOW MUCH WILL IT COST?

WHAT DOES NEW JERSEY DO NOW

VOTER'S DECISION

COMMISSION SURVEY

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Demarest
Princeton
Plainfield
McNULTY
South Orange
Trenton
Westfield
The State University of N. J.
Trenton
Hall University
Trenton
er Education
Glassboro
Rutherford
Long Branch
Princeton
New York University
Orange-Maplewood
N
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Millburn
Mt. Holly

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Section 1

Our greatest wealth is our children...

NEW JERSEY IS WEALTHY IN MANY WAYS. ITS GREATEST WEALTH IS ITS CHILDREN. Parents send an affirmation of faith in the future. Parents have faith that their sons and daughters will have happiness in our society. They assume that their children will have the best of opportunities, and this includes the hope that their children will go to college.

BUT FOR MANY NEW JERSEY YOUNG PEOPLE THE CHANCES OF GETTING INTO COLLEGE WILL NOT BE GOOD UNLESS SOMETHING IS DONE AND DONE QUICKLY.

No college facilities yet planned will come close to satisfying the demand. New Jersey colleges are at full capacity, and other states will not be able to accommodate our student surplus. Each year facilities deteriorate unless plans are made and carried through. Each year an increasing number of children who want to do college work will find no place to go. These are educational fatalities. Among this year's ninth graders, only one out of four will find a place. Among children now in the third grade, there will be one out of three.

ONE OUT OF TWO CHILDREN NOW TWO YEARS OLD WHO WILL BE CAPABLE OF COLLEGE WORK IN 1972 WILL FIND NO PLACE TO GO.

Consider the present eighth grade class. Its members will enter college in 1961. The really brainy top two or three out of a thousand, will be able to enter any college in the country. Those in the top quarter will have no trouble, though they may have to take second choices. Young people in the top quarter of the class will almost all get into college if they are willing to apply to enough institutions and to take what is offered. For young people in the second quarter of the class things are going to be difficult. Of this group probably every two will not be permitted to go to college. There will simply be no vacancies.



st wealth is our children...

NEW JERSEY IS WEALTHY IN MANY WAYS. ITS GREATEST WEALTH IS ITS CHILDREN. Each child represents an affirmation of faith in the future. Parents have faith that their sons and daughters will have equal rights to happiness in our society. They assume that their children will have the best of opportunities, and for many parents this includes the hope that their children will go to college.

BUT FOR MANY NEW JERSEY YOUNG PEOPLE THE CHANCES OF GETTING INTO COLLEGE WILL NOT BE GOOD UNLESS SOMETHING IS DONE AND DONE QUICKLY.

No college facilities yet planned will come close to satisfying the demand. New Jersey colleges simply do not have the capacity, and other states will not be able to accommodate our student surplus. Each year the situation will deteriorate unless plans are made and carried through. Each year an increasing number of children capable of doing college work will find no place to go. These are educational fatalities. Among this year's ninth graders these fatalities will number one out of four. Among children now in the third grade, there will be one out of three.

ONE OUT OF TWO CHILDREN NOW TWO YEARS OLD WHO WILL BE CAPABLE OF COLLEGE WORK IN 1972 WILL FIND NO PLACE TO GO.

Consider the present eighth grade class. Its members will enter college in 1961. The really brainy boys and girls, the top two or three out of a thousand, will be able to enter any college in the country. Those in the top ten percent will have no trouble, though they may have to take second choices. Young people in the top quarter of their high school class will almost all get into college if they are willing to apply to enough institutions and to take what they can get. But for young people in the second quarter of the class things are going to be difficult. Of this group probably one out of every two will not be permitted to go to college. There will simply be no vacancies.

Section 1

... Who face a future ma

Consider a senior high school student in 1963. He has been active in sports and in the community. He was on his homeroom council and on various student committees. He has taken a college preparatory course and wants to be a lawyer. As a "B" student with average scores in college entrance examinations his chances of getting into any college are only about three out of five. In many other states his chances would be five out of five.

Here in New Jersey the competition will be fierce. Some students, no matter how able or conscientious, will be disappointed; others will be forced to attend over-crowded colleges which do not meet their needs or challenge their abilities.

We are proud of New Jersey. Will our children aspiring to college also be proud, or will they regret living where they are denied opportunities equal to those of their contemporaries in other states?

The answer is up to all of us.

The door to college opportunity is closing on New Jersey's children. That it is closing fast is evident from the simple statistics given below. That the problem is complex and challenging is the story told in the following pages.

TWO
In 195
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New

In 195
live b

	1954	196
HOW MANY 18-21 YEAR OLDS IN NEW JERSEY?	240,000	
HOW MANY FULL-TIME UNDERGRADUATES? ...	48,000	
HOW MANY OF THESE OUT-OF-STATE?	26,000	
HOW MANY IN NEW JERSEY COLLEGES? ..	22,000	

Section 2

... Who face a future made by us

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TWO TO ONE

*In 1955 there were 60,000
eighteen-year-olds in
New Jersey.*

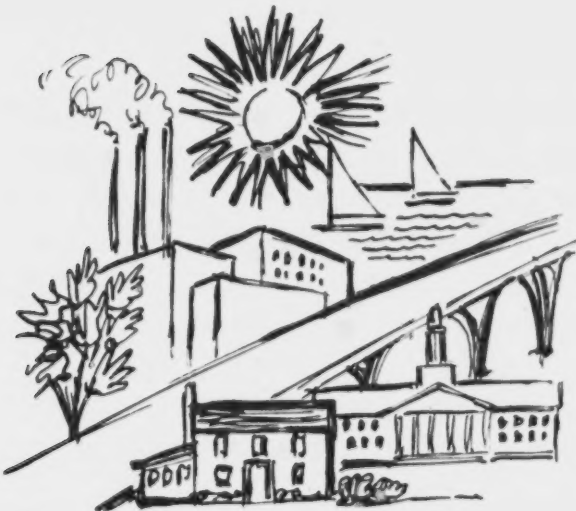
*In 1955 there were 121,000
live births in New Jersey.*

	1954	1963 ESTIMATE
HOW MANY 18-21 YEAR OLDS IN NEW JERSEY?	240,000	348,000
HOW MANY FULL-TIME UNDERGRUATES? ...	48,000	94,000
HOW MANY OF THESE OUT-OF-STATE?	26,000	28,000
HOW MANY IN NEW JERSEY COLLEGES? ..	22,000	66,000

Section 1

This vigorous, growing state...

THOUGH 45TH OUT OF 48 IN AREA AMONG THE STATES, NEW



- FIRST IN URBANIZATION
- EIGHTH IN POPULATION
- FOURTH IN INCOME PER CAPITA
- SEVENTH IN VALUE OF PRODUCTS ADDED THROUGH MANUFACTURING
- SIXTH IN PERCENT OF POPULATION EMPLOYED IN MANUFACTURING
- SECOND IN PERCENT OF THE NATION'S PERSONNEL EMPLOYED IN INDUSTRIAL RESEARCH LABORATORIES*

AND NEW JERSEY IS GROWING

By live births ■ in 1935 — 55,059; • in 1945 — 76,995; • in 1955 — 120,969

By migration ■ N. J. gained 225,000 citizens by migration, 242,000 by natural increase. April 1950 to July 1954

■ Yearly average net in-migration: 1930-50 — 28,400;
1940-50 — 31,000; 1950-55 — 53,500



*Of the nation's
in industrial re
in 1950, New Jo*

14.8% of t

12.6% of t

14.8% of t

12.2% of t

18.5% of t
rese

10.3% of t

Section 2

rous, growing state...

45TH OUT OF 48 IN AREA AMONG THE STATES, NEW JERSEY IS



■	FIRST IN URBANIZATION	(1950) — 86.6%
■	EIGHTH IN POPULATION	(1955) — 5,420,000
■	FOURTH IN INCOME PER CAPITA	(1954) — \$2,219
■	SEVENTH IN VALUE OF PRODUCTS ADDED THROUGH MANUFACTURING	(1953) — \$6,451,055,000
■	SIXTH IN PERCENT OF POPULATION EMPLOYED IN MANUFACTURING	(1953) — 16.8%
■	SECOND IN PERCENT OF THE NATION'S PERSONNEL EMPLOYED IN INDUSTRIAL RESEARCH LABORATORIES*	(1950) — 13.6%



*Of the nation's personnel employed
in industrial research laboratories
in 1950, New Jersey had:*

14.8% of the biologists

12.6% of the engineers

14.8% of the chemists

12.2% of the metallurgists

18.5% of the M.D.'s in
research

10.3% of the physicists

JERSEY IS GROWING

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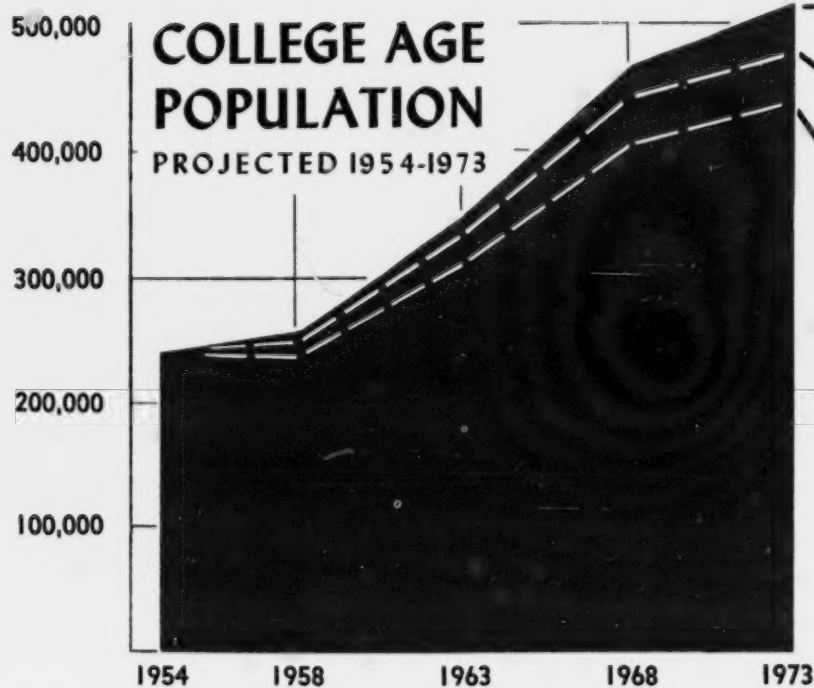
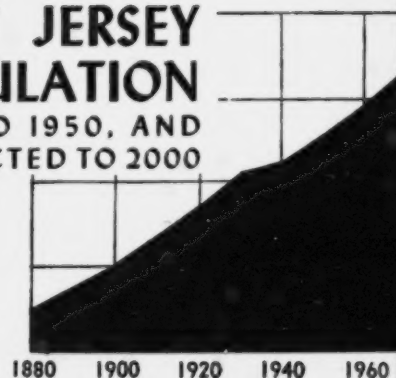
Sources: U. S. Government agencies; N. J. State agencies

Section 1

... Will double its college-age youth

The total population of New Jersey has grown in almost a straight line since 1880. This trend is expected to continue. The college-age-population, however, is expected to show a sharp increase followed by a slower one.

NEW JERSEY POPULATION 1880 TO 1950, AND PROJECTED TO 2000



18-21 age-group based on live births, mortality into N. J. like that of 1940 - 1950 ★

239,000	253,000	348,000	470,000
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18-21 age-group based on live births, mortality into N. J. like that of 1930 - 1950

239,000	245,000	333,000	440,000
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18-21 age-group based on live births, mortality into N. J.

239,000	233,000	309,000	402,000
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1954	1958	1963	1973
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★ This is considered the most likely projection and is used as the base for later calculations.

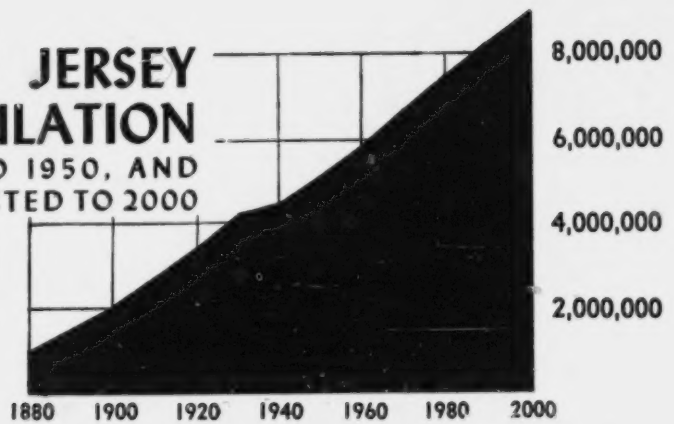
Sources: U. S. Bureau of the Census; N. J. Department of Conservation

Section 2

Will double its college-age youth by 1973

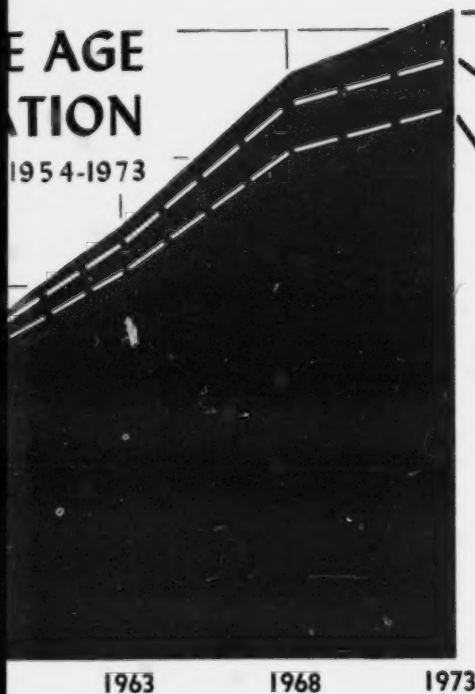
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NEW JERSEY POPULATION 1880 TO 1950, AND PROJECTED TO 2000



AGE ATION

1954-1973



1963 1968 1973

18-21 age-group based on live births, mortality, and net migration into N. J. like that of 1940 - 1950 ★

239,000	253,000	348,000	470,000	517,000
---------	---------	---------	---------	---------

18-21 age-group based on live births, mortality, and net migration into N. J. like that of 1930 - 1950

239,000	245,000	333,000	440,000	482,000
---------	---------	---------	---------	---------

18-21 age-group based on live births, mortality, and no net migration into N. J.

239,000	233,000	309,000	402,000	436,000
---------	---------	---------	---------	---------

1954	1958	1963	1968	1973
------	------	------	------	------

Section 1

These young people are urged toward college



- By the nation's desperate need for skilled
- By the state's growing need for profession
- By the schools' guidance programs and the equality of opportunity
- By their friends' example and the commun
- By their parents' faith and pride and ambit
- By their own desire for a happy, productive

RESIDENTS OF STATES IN FULL-TIME UNDERGRADUATE COLLEGE AS PERCENTAGES OF 18-21 YEAR OLDS — NOVEMBER 1954:

30.6% in California
23.1% in Connecticut
24.9% in Massachusetts

in NEW JERSEY 20.2%
in New York ... 23.0%
in Utah 33.7%

National average 19.8%

RESIDENTS OF N. J. IN FULL-TIME COLLEGE AS PERCENTAGES OF



*Some part-time students are included

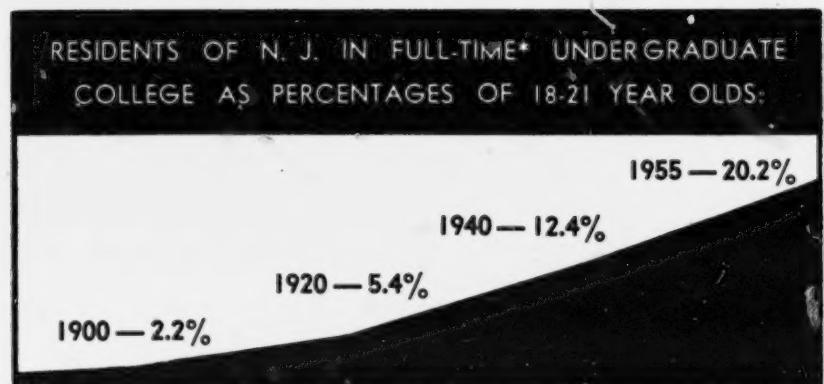
Section 2

Young people are urged toward college

- By the nation's desperate need for skilled man-power
- By the state's growing need for professional personnel
- By the schools' guidance programs and the drive for equality of opportunity
- By their friends' example and the community's hopes
- By their parents' faith and pride and ambition and love
- By their own desire for a happy, productive, and rewarding life

IN FULL-TIME UNDERGRADUATE COLLEGE
S OF 18-21 YEAR OLDS — NOVEMBER 1954:

California	in NEW JERSEY 20.2%
Connecticut	in New York . . . 23.0%
Massachusetts	in Utah 33.7%
	National average 19.8%



*Some part-time students are included in data from 1900 to 1940

Section 1

More and more are going on to

MORE STUDENTS GRADUATE FROM HIGH SCHOOL

Rising percentages of the group	44%	60%
seventeen years old graduate from		
public high schools	1946	1955

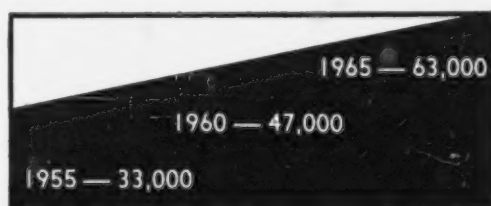
Rising percentages of the group	10%	11%
seventeen years old graduate from		
independent high schools	1950	1955

MORE H. S. GRADUATES GO ON TO COLLEGE

Rising percentages of public high	21%	30%
school graduates enter college the		
following fall.	1946	1955

Rising percentages of independent	50%	55%
school graduates enter college the		
following fall.	1950	1955

Public High School Graduating Classes



Percentage of graduates going directly from public high school

	Boys	Girls
1946	22.5	19.8
1950	29.9	20.0
1955	35.5	25.1

*30% of high school graduates entering college produce full-time enrollments over four-years of approximately 20% (see previous page).

Sources: N. J. Department of Education; High School Principals

Section 2

More and more are going on to college

GRADUATE FROM HIGH SCHOOL

of the group	44%	60%
graduate from	1946	1955

of the group	10%	11%
graduate from	1950	1955
schools		

MORE H. S. GRADUATES GO ON TO COLLEGE

Rising percentages of public high school graduates enter college the following fall.	21%	30%*
	1946	1955

Rising percentages of independent school graduates enter college the following fall.	50%	55%
	1950	1955

High School Graduating Classes

1965 — 63,000

1960 — 47,000

— 33,000

Percentage of graduates going to college directly from public high school in N. J.

	Boys	Girls	Combined
1946	22.5	19.8	21.0
1950	29.9	20.0	24.8
1955	35.5	25.1	30.0*

college pro-
of approxi-

High School Principals

Section 1

Society demands college trained people

"Unless immediate steps are taken . . . a situation already dangerous, within a decade could become disastrous."

Lewis L. Strauss, Chairman, Atomic Energy Commission, in The New York Times, November 22, 1955.

"There is never enough ability at high school level to meet all the needs of the nation . . ."

Vannevar Bush, Science, The End of War, Government Printing Office,

"Of the brightest 5 per cent of an entire age group, almost half finish college and slightly over half do not. Even at the 1-in-1000 level of the top 0.1 per cent only 2 out of 3 graduate from college"

Dael Wolfe, America's Resources of Specialized Talent, Harper and Brothers, New York, 1954.

"HIGH SCHOOL GRADUATES aren't all going to find job hunting easy or salaries attractive. Good openings will be hard to find, and pay won't always be up to expectations. Yes, a college education helps as a door opener to the best opportunities."

Changing Times, The Kiplinger Magazine, May 1956.

"At least 49% of our population has the mental ability to complete 14 years of schooling with a curriculum of studies that should lead either to gainful employment or to further study at a more advanced level. At least 3% of the population has the mental ability to complete an advanced professional education."

The President's Commission on Higher Education for America, Government Printing Office

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Section 2

hands college trained people

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The New York Times, November 22, 1955.

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plinger Magazine, May 1956.

"At least 49% of our population has the mental ability to complete
14 years of schooling with a curriculum of general and vocational
studies that should lead either to gainful employment or to further
study at a more advanced level. At least 32% of our population
has the mental ability to complete an advanced liberal or specialized
professional education."

The President's Commission on Higher Education,
Higher Education for American Democracy, U. S.
Government Printing Office, Washington, 1947.

Section 1

Potential enrollments will triple from 1954

Probably by 1973 in New Jersey,
thirty percent
of the college-age-population will
be capable of and want full-time
undergraduate college education

TOTAL COLLEGE-AGE-POPULATION ('most likely' e)

	239,000	253,000	348,000
ESTIMATED PERCENTAGE ENROLLED			
High	20%	26%	31%
PROBABLE	20%	24%	27%
Low	20%	21%	21%

ESTIMATED ENROLLMENT			
High	48,000	66,000	108,000
PROBABLE	48,000	61,000	94,000
Low	48,000	53,000	73,000

Youth entering college directly from
public high school — September 1955

41% Bergen County

36% Essex County

17% Gloucester County

15% Salem County

Source: N. J. Department of Education

400,000

300,000

200,000

100,000

1954*

1958

1963

*November 1954

Source: Survey studies; N. J. Department of Education
Bureau of the Census

Section 2

College enrollments will triple from 1954 to 1973

In New Jersey,
thirty percent
of the population will
want full-time
college education

college directly from
high school — September 1955

County

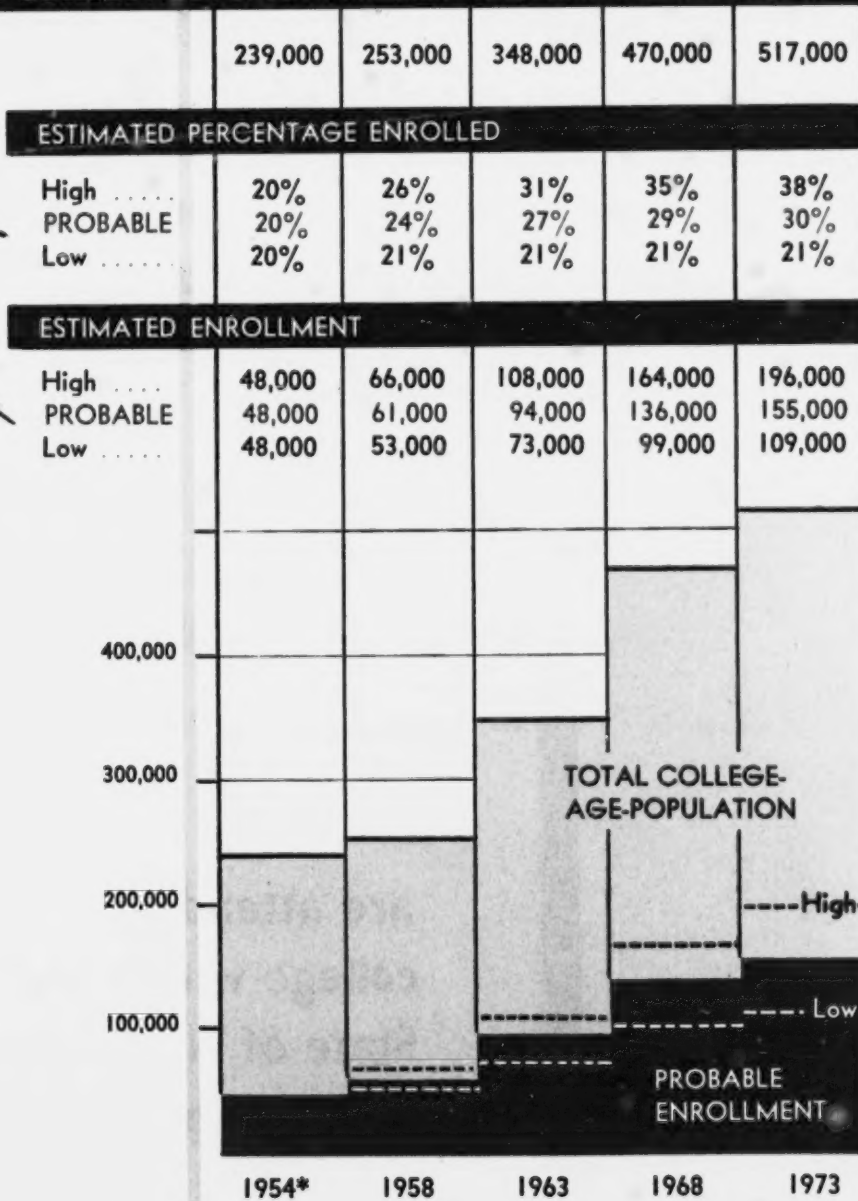
County

County

County

Department of Education

TOTAL COLLEGE-AGE-POPULATION ('most likely' estimate from page 5)



*November 1954

Source: Survey studies; N. J. Department of Education; U. S. Bureau of the Census

Where do they go to college now?

48,000

young people
of New Jersey are now in
college.* Most of these are:

LIVING AT COLLEGE 61%

Commuting from home 39%

AT PRIVATE COLLEGES 70%

At public Colleges 30%

AT FOUR-YEAR COLLEGES 85%

At two-year colleges 15%

AT OUT-OF-STATE COLLEGES 39%

At New Jersey Colleges 61%

22,000

are attending
college within the
State of New Jersey.
Most of these are:

COMMUTING FROM HOME 61%

Living at college 39%

AT PRIVATE COLLEGES 70%

At public colleges 30%

AT FOUR-YEAR COLLEGES 85%

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Section 2

they go to college now?

ople
ersey are now in
Most of these are:

LIVING AT COLLEGE 61%

Commuting from home 39%

AT PRIVATE COLLEGES 70%

At public Colleges 30%

AT FOUR-YEAR COLLEGES 96%

At two-year colleges 4%

AT OUT-OF-STATE COLLEGES 55%

At New Jersey Colleges 45%

22,000

are attending
college within the
State of New Jersey.
Most of these are:

COMMUTING FROM HOME 70%

Living at college 30%

AT PRIVATE COLLEGES 51%

At public colleges 49%

AT FOUR-YEAR COLLEGES 95%

At two-year colleges 5%

*Full-time undergraduates in November 1954
Source: Survey studies

Section 1

What kind of college do the

921 PUBLIC HIGH SCHOOL SENIORS WERE ASKED —

"IF you could be reasonably sure of getting into the college of your choice; and • IF you had no financial problems to consider; and • IF there were a college which would satisfy your condition: • WHAT TYPE OF COLLEGE WOULD YOU CHOOSE TO ATTEND?"

80% WOULD PREFER TO LIVE AT THE COLLEGE

14% would prefer to commute 6% don't care

53% PREFER COLLEGE IN THE COUNTRY OR A COLLEGE TOWN

34% prefer the suburbs 6% a major city 7% don't care

75% PREFER FOUR-YEAR COLLEGES

13% prefer two-year colleges 12% have no clear choice

NO STRONG PREFERENCE WAS SHOWN BETWEEN
PRIVATE AND PUBLIC COLLEGES

	Public	Private	N
• One-purpose four-year (as a teachers college)	10%	9%	Pre
• Four-year general	26%	30%	
• Junior college	6%	7%	
TOTALS	42%	46%	

Source: Survey study —

921 N. J. public high school seniors who "definitely intend to go to college". Sample adjusted to include towns with community colleges.

Section 2

What kind of college do they prefer?

SENIORS WERE ASKED —

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PRIVATE AND PUBLIC COLLEGES

	Public	Private	No clear Preference
• One-purpose four-year (as a teachers college)	10%	9%	
• Four-year general	26%	30%	
• Junior college	6%	7%	
TOTALS	42%	46%	12%

This is the closing door

In 1973

The potential enrollment* of New Jersey residents	15
Available college capacity after expansions now planned ★	-7
New Jersey students with no place to go	8

*Full-time undergraduates



**ESTIMATED NUMBER OF N. J. RESIDENTS
NOVEMBER 1954 AND AFTER EXPANSIONS**

BUT IF -

If N. J. colleges expand as planned and use available facilities to their maximum and take care of anticipated deficits, potential enrollments in N. J. will be:

1954	1963	1973
22,000	66,000	125,000

- A GROWTH OF 468%

Out-of-state private colleges will probably go from
Out-of-state public colleges are likely to drop from
New Jersey private colleges hope to increase from
New Jersey public colleges by using present facilities to their maximum could, according to their presidents, increase enrollments from

Total accommodations for N. J. residents will go from

Sources: Survey

Section 2

closing door

enrollment* of New Jersey residents	155,000
College capacity after expansions now planned [★]	-72,000*
Students with no place to go	83,000

time undergraduates



ESTIMATED NUMBER OF N. J. RESIDENTS IN COLLEGES IN NOVEMBER 1954 AND AFTER EXPANSIONS NOW PLANNED

	1954	1973
Out-of-state private colleges will probably go from	22,000 to 27,000	
Out-of-state public colleges are likely to drop from	4,000 to 3,000	
New Jersey private colleges hope to increase from	11,000 to 25,000	
New Jersey public colleges by using present facilities to their maximum could, according to their presidents, increase enrollments from	11,000 to 17,000	
Total accommodations for N. J. residents will go from	48,000 to 72,000	

as planned and use available maximum and take care of potential enrollments in

1963	1973
6,000	125,000

H OF 468%

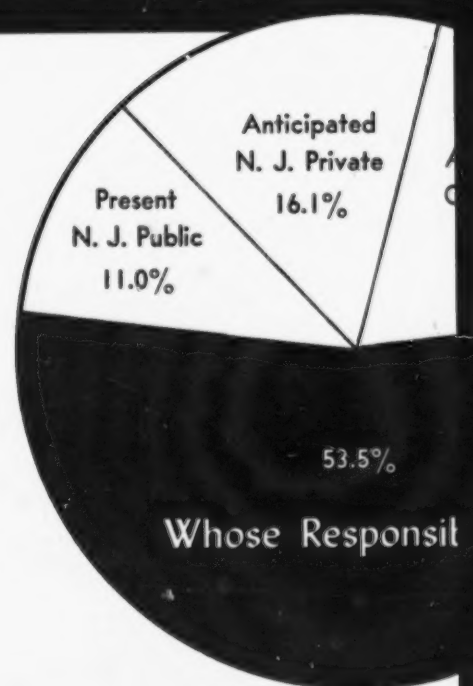
Sources: Survey studies; College Presidents

Section 1

83,000 students will be closed on

83,000 students . . . more than half the estimated potential enrollments of 1973

**83,000 students . . . more than three times
the total of 27,000 full-time undergraduates
attending all New Jersey colleges in 1954**



	1958	1963	1968	1973
STUDENTS WANTING COLLEGE . . .	61,000	94,000	136,000	155,000
Facilities . . .				
Present and planned out-of-state . . .	27,000	28,000	29,000	30,000
Present and planned N. J. Private . . .	15,000	21,000	23,000	25,000
Present N. J. public at maximum capacity . . .	17,000	17,000	17,000	17,000
STUDENTS WITHOUT PLACES . . .	2,000	28,000	67,000	83,000

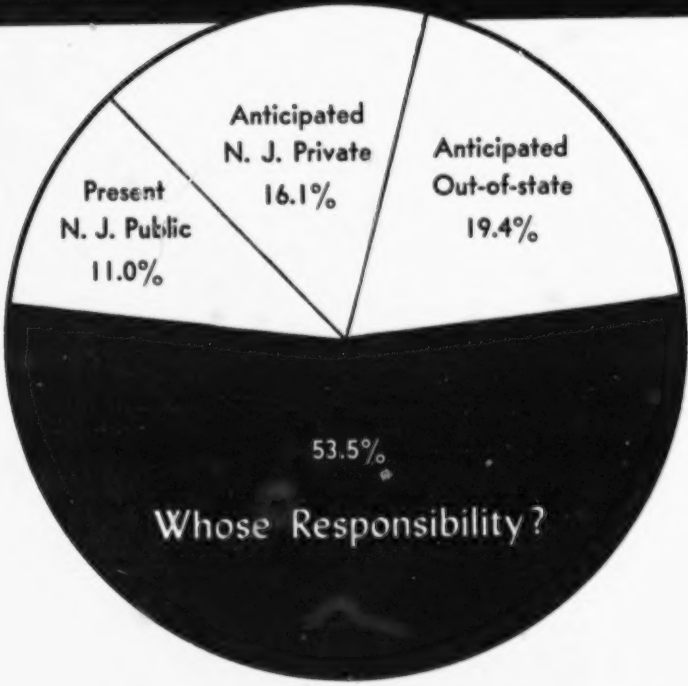
Sources: Survey studies; Reports of college presidents

Section 2

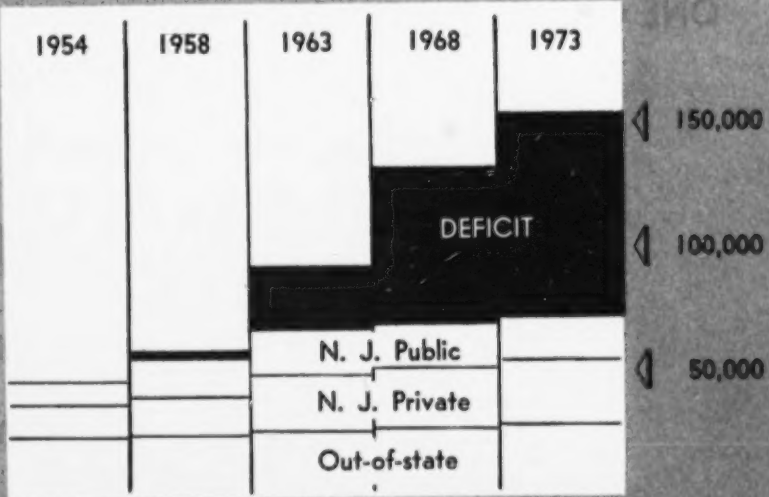
33,000 students will be closed out in 1973

... more than half the
total enrollments of 1973

... more than three times
100 full-time undergraduates
w Jersey colleges in 1954



	1958	1963	1968	1973
GE ...	61,000	94,000	136,000	155,000
ed	27,000	28,000	29,000	30,000
ed	15,000	21,000	23,000	25,000
olic acity	17,000	17,000	17,000	17,000
S	2,000	28,000	67,000	83,000

**ports of college presidents**

Section 1

This wholesale denial of opportunity...

IF NOTHING IS DONE BEYOND "EXPANSIONS NOW PLANNED"

in 1963

Only 66,000 young people will find places in college, out of 94,000 who will want to enroll.

ONE OUT OF EVERY THREE YOUNG PEOPLE WANTING TO GO TO COLLEGE WILL FIND A PLACE

in 1973

Only 72,000 young people will find places in college, out of 155,000 who will want to enroll.

ONE OUT OF EVERY TWO YOUNG PEOPLE WANTING TO GO TO COLLEGE WILL FIND A PLACE

■ These disappointed young men and women represent a loss to the nation — in discoveries unmade and in services unrendered. ■ They represent lost hopes.

Section 2

sale denial of opportunity...

**NG IS DONE BEYOND
ONS NOW PLANNED"**

Only 66,000 young people will find places in college, out of 94,000 who will want to enroll.

EVERY THREE YOUNG PEOPLE WANTING TO GO TO COLLEGE WILL FIND NO PLACE

Only 72,000 young people will find places in college, out of 155,000 who will want to enroll.

EVERY TWO YOUNG PEOPLE WANTING TO GO TO COLLEGE WILL FIND NO PLACE

■ These disappointed young men and women will represent a loss to the nation — in discoveries unmade and in services unrendered. ■ They would also represent lost hopes.

Section 1

Will be more serious in some areas than

in 1973 an estimated half* of the 155,000 students would commute and half would live at college

A NOTE ON GRADUATES AND COLLEGE TEACHERS

The number of students wanting full- or part-time graduate instruction in New Jersey will increase from 5,000 in 1954 to probably 27,000 in 1973. Deficits in facilities for graduate students are almost inevitable. • Such deficits will create a problem on the undergraduate level even more serious than the need for buildings. Graduate schools are the chief source of college teachers—and the source will be relatively reduced just when the teachers are needed most. Since the quality of the faculty largely determines the quality of instruction, a serious shortage of well trained college teachers would undermine our colleges.

NECESSARY FULL-TIME COLLEGE TEACHERS IN N. J.*

(1973 based on 16 undergraduates to 1 teacher)

1955	1973
2,200	10,000

*Estimated from student preferences, relative reduction in out-of-state facilities, national trends as enrollments increase, probable need for less expensive facilities.

FACILITIES NEEDED FOR 77,500 RESIDENTIAL S

Available or proposed, in N. J. or outside —

FACILITIES NEEDED FOR 77,500 COMMUTING S

County Groups	Available or Proposed
Bergen, Essex, Hudson, Morris, Passaic, Union	27,300
(New York City)	(2,000)
Mercer, Middlesex, Monmouth, Somerset	5,500
Hunterdon, Sussex, Warren	0
Burlington, Camden, Gloucester, Ocean	1,200
(Philadelphia)	(3,000)
Atlantic, Cape May, Cumberland, Salem	0
Totals including out-of-state	39,000

Sources: Survey studies; Reports from other

Section 2

be more serious in some areas than in others

estimated half* of the 155,000 students
 ate and half would live at college

FACILITIES NEEDED FOR 77,500 RESIDENTIAL STUDENTS IN 1973

Available or proposed, in N. J. or outside — 34,000 Deficit — 43,500

FACILITIES NEEDED FOR 77,500 COMMUTING STUDENTS IN 1973

County Groups	Available or Proposed	Needed	Deficit
Bergen, Essex, Hudson, Morris, Passaic, Union	27,300	45,600	
(New York City)	(2,000)		
Mercer, Middlesex, Monmouth, Somerset	5,500	14,800	
Hunterdon, Sussex, Warren	0	1,900	
Burlington, Camden, Gloucester, Ocean	1,200	10,400	
(Philadelphia)	(3,000)		
Atlantic, Cape May, Cumberland, Salem	0	4,800	
Totals including out-of-state	39,000	77,500	38,500

Sources: Survey studies; Reports from other states; U. S. Office of Education

Section 1

Deficits will appear in important fields

THE FIELDS OF COLLEGE STUDY NAMED MOST OFTEN BY COLLEGE-BOUND NEW JERSEY HIGH SCHOOL SENIORS WHO EXPRESSED COURSE PREFERENCES IN JUNE 1955 WERE:

Teacher education	21%
Engineering	17%
Business and Commerce	15%
Humanities and Arts	10%
Pre-medical	8%
Applied Biology	5%

Deficits in facilities in all of these fields may be expected to occur as enrollments increase.

IN TEACHER EDUCATION IN NEW JERSEY

Probable enrollment,

Full-time students taken conservatively
at 18% of N. J. students within the state

Public colleges at maximum present capacity

Private colleges with planned expansion

DEFICIT

IN ENGINEERING EDUCATION IN NEW JERSEY

Probable enrollment,

Full-time students taken conservatively
at 10% of N. J. students within the state

Public colleges at maximum present capacity

Private colleges after planned expansion

DEFICIT

Sources: Survey study — 1525
Statements of college

Section 2

will appear in important fields

STUDY NAMED MOST OFTEN BY
JERSEY HIGH SCHOOL SENIORS
THEIR PREFERENCES IN JUNE 1955

..... 21%
..... 17%
..... 15%
..... 10%
..... 8%
..... 5%

These fields may be expected to occur

IN TEACHER EDUCATION IN NEW JERSEY IN 1963

Probable enrollment,

Full-time students taken conservatively at 18% of N. J. students within the state	12,000
Public colleges at maximum present capacity	6,500
Private colleges with planned expansion	1,300
DEFICIT	4,200

IN ENGINEERING EDUCATION IN NEW JERSEY IN 1963

Probable enrollment,

Full-time students taken conservatively at 10% of N. J. students within the state	6,600
Public colleges at maximum present capacity	2,800
Private colleges after planned expansion	1,500
DEFICIT	2,300

Sources: Survey study — 1525 seniors from 29 N. J. secondary schools;
Statements of college presidents; Survey estimates

Section 1

The goal is "more than bricks and

The order given by the American people to the schools is grand in its simplicity: in addition to intellectual achievement, foster morality, happiness, and any useful ability. The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and, so far as possible, corrected. This is truly a majestic ideal, and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind.

The Committee for the White House Conference on Education, Full Report, U. S. Government Printing Office, 1956.

I do most anxiously wish to see the highest degrees of education given to the higher degrees of genius, and to all degrees of it, so much as may enable them to read and understand what is going on in the world, and to keep their part of it going on right; for nothing can keep it right but their own vigilant and distrustful superintendence.

Thomas Jefferson—letter to Mann Page, 1795, *The Jeffersonian Cyclopaedia*, Funk and Wagnalls, New York, 1900.

At this point the President became serious. "Let me ask you a question," he said to General Harmon, "one that's bothered me a lot."

"When we were kids," he said, "primary education and a good high school course were adequate to equip children for the relatively simple world they were to enter."

"In this complicated life we've got today," he asked, "how are we going to teach youth what it should know without lengthening the educational period?"

Dwight D. Eisenhower, adapted from *The New York Times*, September 12, 1955.



Section 2

The goal is "more than bricks and mortar"

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"For kids," he said, "primary education and a good high school course were adequate for the relatively simple world they were to enter."

"In the life we've got today," he asked, "how are we going to teach youth what it takes without lengthening the educational period?"

Dwight D. Eisenhower, adapted from *The New York Times*, September 12, 1955.



Section 1

Many programs must be considered

Programs should be comprehensive, long-range, flexible, and of high quality. Programs should also be evaluated constantly and:

Enlist all possible help

Promote equality of opportunity

Satisfy student and parent opinion

Possible programs might include:

A STRENGTHENED STATE UNIVERSITY

An adequate program of higher education requires graduate schools—to develop research teaching faculties.

About half of New Jersey students graduating from college plan to do some graduate work; many cannot carry them.

A strong university can focus its efforts on advanced students from all over the state and give them a diversity of courses and instructional facilities.

ENGINEERING COLLEGES—BOTH RESIDENTIAL AND COMMUTING

New Jersey, as a center of the national demand for engineers, needs stronger and more extensive graduate and undergraduate levels.

There need to be residential facilities to make engineering education available to young people in all counties, as well as centers convenient to large concentrations of students who prefer to commute.

Section 2

Programs must be considered

should be comprehensive, long-range, flexible, and of
Programs should also be evaluated constantly and:

- list all possible help
- promote equality of opportunity
- satisfy student and parent opinion

Programs might include:

A STRENGTHENED STATE UNIVERSITY

25,000 STUDENTS

An adequate program of higher education requires graduate schools—to develop research, professional training, and teaching faculties.

About half of New Jersey students graduating from college plan to do some graduate work—out-of-state schools cannot carry them.

A strong university can focus its efforts on advanced students from all over the state and give them a chance at a great diversity of courses and instructional facilities.

ENGINEERING COLLEGES—BOTH RESIDENTIAL AND COMMUTING

10,000 STUDENTS

New Jersey, as a center of the national demand for engineers, needs stronger and more extensive facilities on both the graduate and undergraduate levels.

There need to be residential facilities to make engineering education available to young people of the most remote counties, as well as centers convenient to large concentrations of students who prefer to commute.

Section 1

Any program must have

Other programs might strengthen a system

SCHOLARSHIP PROGRAMS FOR WORTHY STUDENTS IN NEED OF HELP—These would be awarded primarily to increase educational opportunity, and could be awarded to individual students.

IMPROVED GUIDANCE PROGRAMS IN SECONDARY SCHOOLS AND COLLEGES—These would be designed to increase educational opportunity, to discover capable students, to help students develop competence, to relieve skill shortages in society.

CONTRACTUAL RELATIONS—These would secure the use of certain types of facilities between the state and other states or between the state and private colleges.

GREATER USE OF FACILITIES AND STAFF—This would include fuller school use of instructional space when it is not occupied, more hours of daily operation, a longer school year. It would include examination of teaching loads and curricula, experiments with teaching assistants, increased use of libraries, and placing more responsibility on students.

FOUR-YEAR COLLEGES—BOTH RESIDENTIAL AND COMMUTING

35,000 STUDENTS

Some aspects of teacher preparation, pre-professional study, and liberal arts require extensive facilities, where both commuting students and students in residence can be served. Some colleges might have a single purpose; some might have several.

Colleges with residence halls can be located in relatively undeveloped areas where their economic influence will be beneficial. They can bring to the commuting students in those areas the values of larger colleges.

Many students prefer residential colleges and seek the values long associated with living on a college campus.

COMMUNITY COLLEGES—TWO YEAR AND FOUR-YEAR

30,000 STUDENTS

Community colleges offer educational opportunity at less expense to many students who would otherwise be deprived.

Community colleges are sensitive to the needs of a community and bring cultural opportunity to all citizens.

Technical two-year courses can be provided as well as general education and pre-professional courses for students who may transfer to other colleges.

Section 2

Any program must have breadth

Other programs might strengthen a system of higher education

SCHOLARSHIP PROGRAMS FOR WORTHY STUDENTS IN NEED OF HELP—These are proposed primarily to increase educational opportunity, and could be awarded to individual students for use in any college.

IMPROVED GUIDANCE PROGRAMS IN SECONDARY SCHOOLS AND COLLEGES—These are needed to increase educational opportunity, to discover capable students, to help students find their areas of competence, to relieve skill shortages in society.

CONTRACTUAL RELATIONS—These would secure the use of certain types of facilities by contracts between the state and other states or between the state and private colleges.

GREATER USE OF FACILITIES AND STAFF—This would include fuller scheduling of space, using non-instructional space when it is not occupied, more hours of daily operation, a longer week, and a longer year. It would include examination of teaching loads and curricula, experiments with electronic devices and teaching assistants, increased use of libraries, and placing more responsibility on students.

BOTH RESIDENTIAL AND COMMUTING

35,000 STUDENTS

Preparation, pre-professional study, and liberal arts require extensive facilities, where both residential and commuting students can be served. Some colleges might have a single purpose; some might

Colleges can be located in relatively undeveloped areas where their economic influence will be beneficial to the commuting students in those areas the values of larger colleges.

Residential colleges and seek the values long associated with living on a college campus.

TWO YEAR AND FOUR-YEAR

30,000 STUDENTS

Educational opportunity at less expense to many students who would otherwise be deprived.

Responsive to the needs of a community and bring cultural opportunity to all citizens.

Technical education can be provided as well as general education and pre-professional courses for students who

Section 1

All programs cost money to operate

One way or another, whether it is spent for higher education, military service, juvenile courts, social welfare services, on-the-job training, or unemployment benefits, the cost of the transition from childhood to adult life comes from the citizens of the state—in taxes, or prices, or personal payments, or losses. To estimate the costs of undergraduate college reference may be made to some typical rates in the box to the right. If \$800 per year per student is taken as a current estimate and a gradual increase in cost is assumed, the table below shows future estimated costs.

Warning—these estimates refer to instructional and administrative costs for full-time undergraduates only.

Some typical rates:

Instructional and administrative costs per full-time undergraduate per year (excluding residential costs) from various sources:

- Three non-residential N. J. State Teacher Colleges, 1954-55
- Ten California State Colleges (at 11 cents 1953-54, average)
- Estimated cost for a proposed Community College, Staten Island
- U. S. Office of Education reported operating costs for four types of colleges, 1952-53. Averages for types ranged from

ESTIMATED STUDENTS	ESTIMATED RATE YEARLY		ESTIMATED COST TO NEW JERSEY
48,000	\$ 800	1954	\$ 38,400,000
61,000	850	1958	51,850,000
94,000	900	1963	84,600,000
136,000	950	1968	129,200,000
155,000	1,000	1973	155,000,000

ESTIMATED COSTS TO COLLEGES OF NEW JERSEY, PAID PERSONALLY OR THROUGH

Sources: Survey estimates; Publications of other states; U. S. Office of Education

Section 2

ams cost money to operate

ther, whether it is spent for higher education, juvenile courts, social welfare services, on-the-job training benefits, the cost of the transition from high school to college comes from the citizens of the state—in taxes, bond payments, or losses. To estimate the costs of higher education reference may be made to some typical rates shown here. If \$800 per year per student is taken as a base, and a gradual increase in cost is assumed, the table shows estimated costs.

These estimates refer to instructional and administrative costs for undergraduates only.

Some typical rates:

Instructional and administrative costs per full-time undergraduate per year (excluding residential costs) from various sources:

- Three non-residential N. J. State Teachers Colleges, 1954-55 \$631
- Ten California State Colleges (at 11 centers) 1953-54, average \$668
- Estimated cost for a proposed Community College, Staten Island \$800
- U. S. Office of Education reported operational costs for four types of colleges, 1952-53. Averages for types ranged from \$702 to \$1,060

ESTIMATED COSTS TO CITIZENS OF NEW JERSEY, PAID EITHER PERSONALLY OR THROUGH TAXES

ESTIMATED COST PER YEARLY		ESTIMATED COST TO NEW JERSEY
800	1954	\$ 38,400,000
850	1958	51,850,000
900	1963	84,600,000
950	1968	129,200,000
1,000	1973	155,000,000

ates; Publications of other states; U. S. Office of Education

Section 1

Is this cost to

But more important still than a decision about two-year colleges is the answer to the fundamental question: Are we ready to support our schools, colleges and universities so that the promise implicit in our educational ideals may be realized in the coming years? What is at stake is both the American educational tradition and the welfare of our citadels of learning.

James B. Conant, *The Citadel of Learning*,
Yale University Press, New Haven, 1956

$\frac{3}{4}\%$

CITIZENS INCOME
DOLLAR IN 1973

From 1946 to 1954, the total income of New Jersey residents increased each year at an average rate of 7 percent over the year before. This spectacular rate of increase reflects an increasing population, inflation, and general prosperity. • In estimating the future real income of New Jersey citizens a 3 percent yearly rate of increase may be used with some confidence, since this is the 1946-1954 rate excluding gains resulting solely from inflation. • In the table below the operating costs from the previous page are compared graphically with estimated future income.

PERCENTAGE OF
INCOME REQUIRE
THESE OPERATING

	Estimated Percent	Estimated State Income
1954	.32%	\$12,122,000,000
1958	.39%	13,247,000,000
1963	.55%	15,356,000,000
1968	.73%	17,803,000,000
1973	.75%	20,639,000,000

Sources: Survey estimates; U. S. Department of Commerce

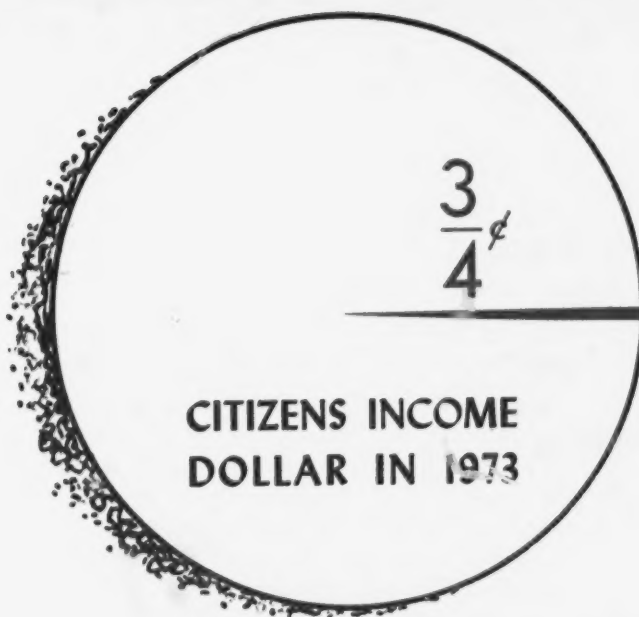
Section 2

Is this cost too high?

on about two-year colleges is the
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mes B. Conant, *The Citadel of Learning*,
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estimating the future real income of New Jersey
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rating costs from the previous page are compared
ture income.



For all
undergraduate
full-time
college
instruction
and
administration

PERCENTAGE OF STATE INCOME REQUIRED FOR THESE OPERATING COSTS

Estimated
State Income

\$12,122,000,000

13,247,000,000

15,356,000,000

17,803,000,000

20,639,000,000

Section 1

And for facilities and buildings...

FOR INSTRUCTIONAL AND ADMINISTRATIVE PLANT ONLY

In the calculations below the capital cost per full-time student is placed at \$4,000. This figure is based on current estimates of per student cost for non-residential facilities:

Insurance evaluation—3 N. J. State Teachers Colleges	\$3,195
One new non-residential N. J. State Teachers College	3,450
Ten State Colleges in California (to 1965)	3,173
Proposed community college on Staten Island	4,500

WARNING: Full-time undergraduate facilities only

NEW FACILITIES WILL BE NEEDED FOR THESE STUDENTS

1958	2,000
1963	26,000
1968	39,000
1973	16,000
TOTAL	83,000

Residential and other income producing facilities frequently carry much of their own costs—both capital and operating—and therefore need to be accounted separately.

Section 2

Facilities and buildings...

FUNCTIONAL AND ADMINISTRATIVE PLANT ONLY

Calculations below the capital cost per full-time student is placed at
this figure is based on current estimates of per student cost for non-
facilities:

—3 N. J. State Teachers Colleges	\$3,195
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WARNING: Full-time undergraduate facilities only

NEW FACILITIES
WILL BE NEEDED
FOR THESE STUDENTS

THESE FACILITIES
(NON-RESIDENTIAL)
WILL COST:

1958	2,000	\$ 8,000,000
1963	26,000	104,000,000
1968	39,000	156,000,000
1973	16,000	64,000,000
TOTAL	83,000	332,000,000

Sources: Publications of states; Survey estimates.

Section 1

This is the capital in

COMPUTING INTEREST AND AMORTIZATION

For financing the required instructional and administrative facilities, assume an interest rate of 2.5% per year* and a 40-year term for payments. A rough estimate of carrying charges can be made with the formula: $PRT/2T$ plus P/T .

*In April 1955, N. J. Highway Improvement Bonds were issued at 2.2%.

$\frac{1}{17}$

CITIZENS INCOME
DOLLAR IN 1973

	Amount Carried \$-Millions	Annual Payments \$-Millions	Percentage of Estimated Total Citizens Income
1958	\$ 8.0	\$.300	.002
1963	112.0	4.200	.027
1968	268.0	10.050	.056
1973	332.0	12.450	.060

NOTE

Money spent for the community is not inflation, contributing of the citizens of t

Section 2

This is the capital investment

EST AND AMORTIZATION

structional and administrative facilities,
per year* and a 40-year term for pay-
carrying charges can be made with the

Improvement Bonds were issued at 2.2%.



for all
non-
residential
buildings
and
facilities

ount ied lions	Annual Payments \$-Millions	Percentage of Estimated Total Citizens Income
.0	\$.300	.002
.0	4.200	.027
.0	10.050	.056
.0	12.450	.060

.0	\$.300	.002
.0	4.200	.027
.0	10.050	.056
.0	12.450	.060

NOTE

Money spent for higher education within a community is not lost, but remains in circulation, contributing to the personal incomes of the citizens of that community.

Section 1

This is "everybody's business"

NEW JERSEY HAS THE LOWEST TAX RATE

In taxes collected per capita in 1955 New Jersey was forty-eighth in the nation. While the U. S. average was \$72.33, the New Jersey rate was \$44.90. This does not mean that the citizens of New Jersey did not pay for services, it simply means they bought them individually.

Net Expenditures by State Governments per capita in 1955 for Higher Education, excluding capital investments

TEN HIGHEST	TEN LOWEST
Utah\$11.68	Maine\$ 2.77
California 10.40	Georgia 2.67
Wyoming 9.05	Mississippi 2.26
Washington 8.95	Kentucky 2.21
New Mexico 8.76	Missouri 2.17
North Dakota .. 8.27	New York 2.11
Montana 7.50	<u>NEW JERSEY</u> 2.06
Minnesota 7.47	Pennsylvania ... 1.52
Michigan 6.92	Massachusetts ... 1.40
Oklahoma 6.82	Vermont 1.36
U. S. Average	\$4.45

But our incomes are the highest in the

Per Capita Income - - 1955

Nevada
Delaware
Connecticut
District of Columbia ...
<u>New Jersey</u>
National Average

and New Jersey citizens are buying higher

If all costs are considered residence, travel, living costs—it is probable that New Jerseyans pay personally

\$60,000,000 y

for undergraduate education state.

everybody's business"

AS THE LOWEST TAX RATE

ita in 1955 New Jersey was forty-eighth in the average was \$72.33, the New Jersey rate was an that the citizens of New Jersey did not pay ns they bought them individually.

State Governments per capita in 1955 for cluding capital investments

TEN LOWEST

11.68	Maine	\$ 2.77
10.40	Georgia	2.67
9.05	Mississippi	2.26
8.95	Kentucky	2.21
8.76	Missouri	2.17
8.27	New York	2.11
7.50	<u>NEW JERSEY</u>	2.06
7.47	Pennsylvania ...	1.52
6.92	Massachusetts ...	1.40
6.82	Vermont	1.36
Average		\$4.45

But our incomes are among the highest in the nation--

Per Capita Income -- 1954 -- The Leaders

Nevada	\$2,414
Delaware	2,372
Connecticut	2,361
District of Columbia	2,220
<u>New Jersey</u>	2,219
National Average	1,770

and New Jersey citizens are buying higher education

If all costs are considered—tuition, fees, residence, travel, living costs, books, visits —it is probable that New Jersey citizens pay personally

\$60,000,000 yearly

for undergraduate education outside the state.

These issues face the



Opportunity

—Should every person who can profit from it have education?

If NO — who will make the decision excluding some?

Choice

—Are young people to have a chance to choose those which they are best suited?

Quality

—Are young people of all groups to be assured high will some be forced into institutions without adequate?

Tuitions

—Should they be raised? or lowered? or varied according to course of study?

Scholarships

—How many? How much? For need? For merit?

Building

—How much? Where? What type? How soon?

Dormitories

—How many? Self-financing? Differential rates?

Faculties

—Where from? How paid? and how much?

Higher education is a sound investment

Future increases in the wealth of the citizens of New Jersey will depend in part on expanded programs of higher education. This is because higher education contributes to the productivity of the young people, encouraging them to lead fuller and more creative lives. At the same time, through research and inquiry, the colleges and graduate schools directly sustain the happy progress of our society. • Earlier in this study it was estimated that the total income of New Jersey citizens in 1973 might reach over \$20-billion, exceeding the income of 1954 by \$9-billion. Only two percent of this \$9-billion would pay in 1973 all that year's operational costs of full-time undergraduate education and all the carrying charges for needed facilities.

EDUCATED PEOPLE PRODUCE MORE • EARN MORE • CONTRIBUTE MORE • CONSUME MORE • A

Section 2

These issues face the people

Opportunity

—Should every person who can profit from it have a chance at higher education?

If NO — who will make the decision excluding some and not others?

Choice

—Are young people to have a chance to choose those courses of study for which they are best suited?

Quality

—Are young people of all groups to be assured high quality education, or will some be forced into institutions without adequate facilities?

Tuitions

—Should they be raised? or lowered? or varied according to need and the course of study?

Scholarships

—How many? How much? For need? For teaching?

Building

—How much? Where? What type? How soon?

Dormitories

—How many? Self-financing? Differential rates according to need?

Faculties

—Where from? How paid? and how much?



Education is a sound investment

Wealth of the citizens of New Jersey will depend in part on expanded production. This is because higher education contributes to the productivity of the people, enabling them to lead fuller and more creative lives. At the same time, through the colleges and graduate schools directly sustain the happy progress of our state. A study it was estimated that the total income of New Jersey citizens in 1973 was \$10 billion, exceeding the income of 1954 by \$9-billion. Only two percent of this income was spent on higher education. In 1973 all that year's operational costs of full-time undergraduate education were \$1.5 billion, leaving a surplus of \$8.5 billion for needed facilities.

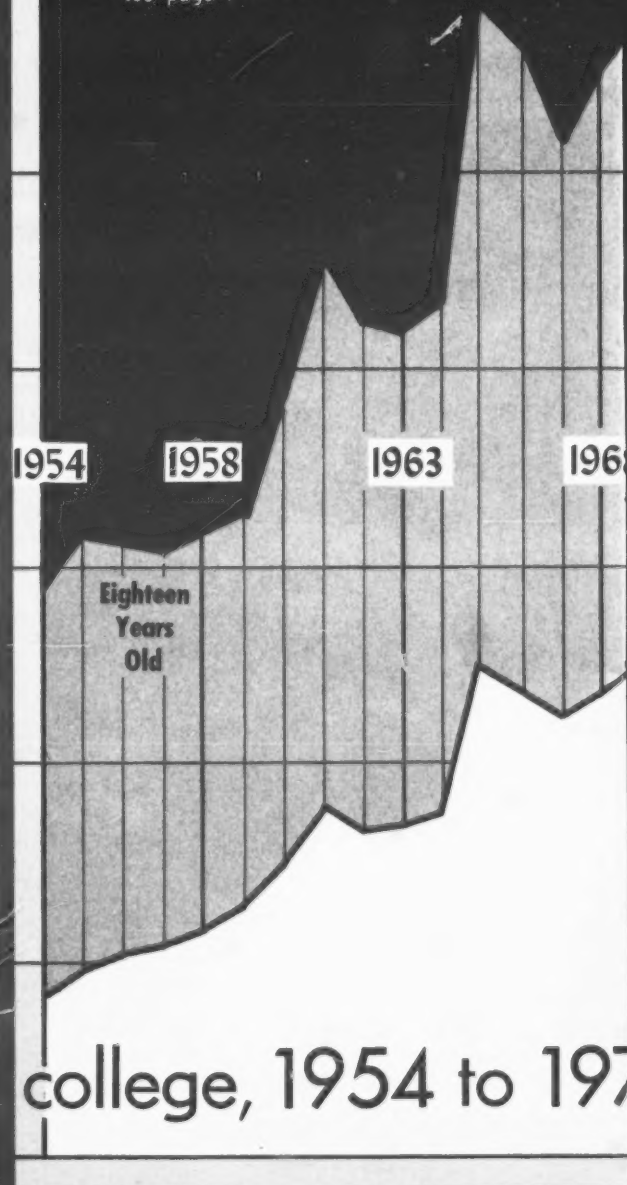
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PRODUCE MORE • EARN MORE • CONTRIBUTE MORE • CONSUME MORE • ARE BETTER CITIZENS

Section 1

This type of projection illustrates a basic technique for estimating future needs from present facts. The expected number of eighteen year olds (top line) is based on 1950 Census data, live births, standard mortality tables, and the 1940-1950 rates of net immigration. The expected number of college freshmen (lower line) is based on the estimated percentage of eighteen year olds who will enter college each year and on students entering from other age-groups.

LIVE BIRTHS: 1950 Census and N. J. Dept. of Health
MORTALITY: Metropolitan Life Insurance Co. rates
IN-MIGRATION: .8% per year
DELAYED ENTRANCE INTO COLLEGE: 15% of freshman class
INCREASING PROPORTION GOING TO COLLEGE see page 7



New Jersey students entering college, 1954 to 1977

Section 2

